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ABSTRACT

Most of the 27 enrollees in the institute were employed in administrative positions within the North Carolina Community College System. The institute consisted primarily of 3-hour presentations on topics related to the conference theme of "Institutional Effectiveness in Building Communities." Two types of evaluations were conducted. The first was an informal, oral-feedback evaluation held at the close of the first week of the institute and used to improve on the subsequent week's activities. The second evaluation consisted of a written survey in which participants indicated their satisfaction with the institute activities. All but one of the 27 participants returned a completed evaluation form. Major findings included the following: (1) of the 27 institute participants, 52% enrolled for credit in both courses offered during the institute, and 44% participated on a non-credit, continuing education basis; (2) on a rating scale of 1 (low satisfaction) to 5 (high satisfaction), 92% of the 361 total items responded to received a rating of either a 4 or 5, with an overall composite rating of 4.55 for the institute; (3) no responses of 1 or 2 were given for any item by any respondent; (4) 76% of institute presenters were rated either above average or superior; and (5) items receiving the highest ratings were interaction between students and presenters, the quality of the presentations, and national and/or system-wide perspective provided. Data tables, the program of institute events, and a list of participants are included. (JMC)

ED327246

PARTICIPANT EVALUATION OF THE COMMUNITY COLLEGE LEADERSHIP INSTITUTE JUNE 11 - 22, 1990

An Evaluation Report Prepared for
Dr. Terrence A. Tollefson, Leadership Institute Director
Department of Adult and Community College Education
North Carolina State University
Raleigh, North Carolina

Prepared by Sue E. Crow and Mark Thomas Taylor
July 19, 1990

JC 910060

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NOTE Evaluations from the annual Community College Leadership Institute, "Institutional Effectiveness in Building Communities," sponsored by the North Carolina Department of Community Colleges in cooperation with the North Carolina Association of Community College Presidents (5th, Raleigh, June 11-22, 1990).

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PARTICIPANT EVALUATION OF THE COMMUNITY COLLEGE
LEADERSHIP INSTITUTE,
JUNE 11 - 22, 1990

Introduction

The fifth annual Community College Leadership Institute was held at the Velvet Cloak Inn, near the campus of North Carolina State University in Raleigh, North Carolina, from June 11 through June 22, 1990. The institute was sponsored by the Division of Programs, Professional Development Services, of the North Carolina Department of Community Colleges, in cooperation with the North Carolina Association of Community College Presidents. The institute was conducted by the Department of Adult and Community College Education of North Carolina State University under the direction of Dr. Terrence A. Tollefson. Mr. J. Joseph Hoey served as assistant director, and Ms. Sue Crow and Mr. Thomas Taylor also assisted in conducting the Leadership Institute. A copy of the program for the Leadership Institute is appended to this report and provides a description of the topics and activities which were included.

Overview

When Dr. Terrence Tollefson called the first session of the 1990 Leadership Institute to order at 9:45 A.M. on Monday, June 11, 1990, there were twenty-seven enrollees in attendance. Most of the participants at the institute are employed in administrative positions within the North Carolina Community College System. Of the total, one was a vice president, three were deans, three were associate deans, twelve were directors, one was an assistant director, two were chairpersons, three were coordinators, one was a graduate assistant, and one was an associate vice president at the Department of Community Colleges.

The requirements for graduate credit in the two courses for institute enrollees were attendance at all sessions, extra classes, and a term paper, term project, or case study for each course. The institute convened at 8:30 a.m. each morning; the sessions ended at approximately 5:00 p.m. A number of social and cultural activities were provided in the program, including an opportunity to go and see the Durham Bulls play baseball. The participants enjoyed the opportunity to relax, enjoy the festivities, and get to know their colleagues and something about what each does at his or her respective community college. On three of those occasions, artists-in-residence in the North Carolina Visiting Artist Program performed for the institute attendees. The artistry exhibited received very high praise.

The general theme of the 1990 Community College Leadership Institute, "Institutional Effectiveness in Building Communities", was addressed and explored by a succession of informed speakers. Dr. Edgar Boone, Professor and Head of the Department of Adult and Community College Education at N. C. State, welcomed the participants to the institute on the first day, and returned in the middle of the second week to give a presentation on "Community College Leadership in Building Communities", using his own program planning model as an example of how to effectively build communities. In order to lay a foundation for the institute, Dr. Edward H. Wilson, Jr., Executive Vice President of the N. C. Department of Community Colleges, gave an update on implementation of the recommendations made in Gaining the Competitive Edge: the Report of the Commission on the Future of the N. C. Community College System, which was published by the North Carolina State Board of Community Colleges in February of 1989.

Also leading off the institute on the first day, was a panel discussion by Leadership Institute alumni. The three panel members, Ms. Barbara Baker, Mr. James Chavis, and Ms. Jennifer Coplin, gave the institute participants an idea of what to expect during the following two weeks, as well as relating what they had enjoyed most and how they benefited most from the experience.

Mr. Hal Miller, Special Assistant for Federal Affairs to the State President, from the N. C. Department of Community Colleges graciously agreed to replace, on short notice, Mr. R. Frank Mensel, Vice President for Federal Relations with the American Association of Community and Junior Colleges, who was ill. Mr. Miller was able to apprise the participants of the status of legislation affecting community colleges on the federal as well as the state level. He did an excellent job of filling in for Mr. Mensel.

Two female community college presidents, one former and one current, spoke to the participants on the problems they have dealt with while holding their respective positions. Dr. Virgina Foxx is president of Mayland Community College, and Dr. Neill McLeod is a former president of Martin Community College. The participants were impressed by their candor and their willingness to share their sometimes painful experiences.

Dr. Phail Wynn, Jr., President of Durham Technical Community College, made a presentation on balancing leadership and managerial roles. He then used a case study to assist the participants in exploring his topic further. This generated discussion among small groups and among the group as a whole.

The presentations mentioned above represent only a sample of the many excellent presentations given and topics discussed during the institute. The majority of the participant ratings of the individual sessions were "Superior" and "Above Average". Although all of the presentations were related to the institute theme of "Institutional Effectiveness in Building Communities", each one was also unique and provided the participants with

materials and new ideas and information to carry back with them to their respective community colleges.

Dr. Tollefson was praised by the participants for the smooth and efficient manner in which the workshop was conducted and the individual sessions were presented.

Evaluation

Two types of evaluations were conducted in conjunction with the Leadership Institute. The first, referred to as a formative evaluation, was held at the close of the first week on Friday, June 15. The evaluation was in the form of a group discussion led by Mr. Joseph Hoey and Mr. Tom Taylor. It resulted in suggestions for minor changes which could be implemented to improve the remaining portion of the of the institute. Comments from the formative evaluation were predominantly complimentary and suggestions for improvement were minor in nature.

The second evaluation, referred to as summative evaluation, was comprised of a survey questionnaire employing a rating scale on which participants indicated their opinions on institute activities. The results of the summative evaluation constitute most of the balance of this report. Twenty-six of the twenty-seven participants returned completed evaluation instruments at the conclusion of the institute. The remaining participant was absent because of a family emergency in another state.

The purposes of this summative evaluation and subsequent report are to: 1) demonstrate accountability by the institute's administration to its sponsors and participants, 2) summarize information that can be used to plan institutes in the future, 3) assess the impact of the leadership training, and 4) provide feedback to the institute director and staff.

Enrollments for Credit/Non-Credit

Approximately half of the 27 Leadership Institute participants enrolled for graduate credit in both courses provided in conjunction with the institute. Fourteen participants (52%) enrolled for credit in both courses, one participant (4%) enrolled for credit in only one course, and the remaining twelve institute members (44%) participated on a non-credit, continuing education basis (See Table 1).

Table 1.

Enrollment Status of Participants

Status	Frequency	Percent (%)
Credit (Both courses)	14	52%
Credit (One course)	1	4%
Non Credit (Both courses - Audit)	12	44%
TOTAL	26	100%

The participants were almost equally divided by gender. Fourteen were male; thirteen were female. Two of the participants were black.

The highest educational level obtained by the most of the participants is a master's degree. For one participant the highest level achieved was a bachelor's degree. Six of the participants hold doctoral degrees (two have an Ed.S. and four have a Ph.D. or an Ed.D.). Two of the participants did not respond to the question.

Table 2.

Participants' Educational Backgrounds

Highest Degree Earned	Frequency	Percent
BA/BS	1	3.8%
MA/MS	17	65.4%
Ed.S.	2	7.7&
Ph.D/Ed.D	4	15.4%
No response	2	7.7%
TOTAL	26	100.0%

Overall Ratings of the Institute

On the evaluation survey, a five-point scale was used . "Not at all" was assigned the low value (1) and "very" assigned the high value (5). Of the total of 390 ratings by participants (15 items x 26 respondents = 390), 224 rated items in the "very" category--57% of the total number of responses (See Table 3).

Three hundred and sixty-one (92%) of the responses rated the overall institute items either 4 or 5 (above the "somewhat" category 3). Composite or mean ranking of the institue was 4.41, which is in the higher range of the "very" category.

The results are even more positive when one considers that item 15 was not so directly indicative of institute effecitveness as the other questions. It asked to what extent the opportunity

to earn graduate credit was a critical factor in the participants' decision to enroll. Eleven respondents circled "Not at All" (1 - low end). This resulted in a mean for item 15 of 2.61. If this question were omitted due to its ambiguous relevance to overall ratings, the composite would be 4.55, and there would have been no responses of 1 or 2 (in the "Not at All" categories).

Table 3.

Participant's Overall Rating of the Institute

		Very				Somewhat		Not at All			
		5		4		3		2		1	
Rating Area	Mean	Freq		Freq		Freq		Freq		Freq	
1. Relevant to professional needs	4.65	18	69%	7	27%	1	4%	0		0	
2. Objectives clear	4.65	17	65%	9	35%	0		0		0	
3. Presenters effective	4.38	10	38%	16	62%	0		0		0	
4. Instructional climate right	4.34	10	38%	15	58%	1	4%	0		0	
5. Topics appropriate	4.65	18	69%	7	27%	1	4%	0		0	
6. Current research and theory evident	4.76	20	77%	6	23%	0		0		0	
7. Practice and application evident	4.46	13	50%	12	46%	1	4%	0		0	
8. Facilities good	4.15	13	50%	10	48%	3	12%	0		0	
9. Handouts useful	4.65	18	69%	7	27%	1	4%	0		0	
10. Audio-visual materials effective	4.34	9	35%	17	65%	0		0		0	
11. Enjoyed dinner and reception	4.61	16	62%	10	38%	0		0		0	
12. Enjoyed visiting artists	4.53	16	62%	8	31%	2	8%	0		0	
13. Well organized, efficiently run	4.76	20	77%	6	23%	0		0		0	
14. Topics timely	4.73	20	77%	5	19%	1	4%	0		0	
15. Credit critical to enrollment	2.61	6	23%	2	8%	5	19%	2	8%	11	42%
Composite ratings for items 1 - 15	4.41	224	57%	137	35%	16	4%	2	1%	11	3%
*Composite ratings for items 1 - 14	4.55	218	59%	135	37%	11	5%	0	0%	0	0%

*See page 5 for explanation to exclude item 15.

The two highest mean ratings (4.76) indicate that the institute was well organized and efficiently run and that current research and theory were evident in the presentations. Looking at the other mean ratings, it can be concluded that the institute was relevant to professional needs, the topics presented were timely and appropriate, the objectives of the institute were clear, and the handouts provided to the participants were useful.

Ratings of Individual Sessions

The institute consisted primarily of three-hour presentations on topics of interest given by state or nationally-recognized speakers. The participants were asked to rate these presentations as well as other institute acitivities at the end of each session using the following scale:

SU	Superior
AA	Above Average
AV	Average
BA	Below Average
PR	Poor
?	Cannot Say (missed session, do not recall, etc.)

Of a total of 717 individual ratings of the presenters, 255 (36%) were "Superior" and 542 (76%) were either "Above Average" or "Superior". This means that over three-fourths of participant responses to presenters were either "Above Average" or "Superior". Composite evaluations of individual presentations ranged from 3.65 (Above Average) to 4.62 (Superior).

Suggested Time and Location for Future Institutes

The majority of the participants in the Leadership Institute preferred that future institutes be held during the middle two weeks in June (See Table 4). However, suggestions of other times to hold the institute were made. In the category called "other" four persons felt the institute should be held after the new budget year, preferably from mid-July to early August. One individual felt it should be held earlier in the year before funding became tight. The sixth participant did not indicate an alternative time.

Table 4.

Choice of Institute Time

Best Time for Institute	Frequency	Percent
First two weeks of June	6	23.5%
Middle two weeks of June	10	38%
Last two weeks of June	4	15%
Other	6	23.5%
TOTAL	26	100%

The overwhelming majority of the participants selected Raleigh for the location of the institute. Two individuals offered alternatives while considering Raleigh as their top choice. One suggested any site that was not too isolated, and the other suggested holding the institute in eastern or western North Carolina every three years (see Table 5).

Table 5.

Suggested Locations for the Institute

Preferred Location	Frequency	Percent
Raleigh	24	92%
Greensboro/Winston Salem	1	4%
Rotating Schedule	1	4%
TOTAL	26	100%

Expected Impact of the Institute on the Participants' Daily Work or Graduate Program

The participants were asked whether (and how) the information obtained at the 1990 Leadership Institute would be used by them in their daily work or at some later date in their graduate program. The question was designed to assess the expected impact of the Leadership Institute on the future behavior of the participants.

Twenty-three individuals (88%) said they expected to use information from the institute on their job or in their graduate program. Three participants (12%) gave no response to this question. Of those who did respond, nine planned to use the information for program assessment and improvement. Seven felt the information would be useful in helping to broaden the role of the community college. Five participants viewed leadership development as a means of utilizing the information from the institute. Four planned to use an institutional effectiveness response to the SACS review as a result of the institute, and

three planned to develop a research base for a graduate program with the information. Others planned to use the information to develop better reporting from the faculty, to better understand student needs/profiles, to work better with boards and publics, establish a network, and to try to establish an overseas program at his or her community college.

Participants' Ranking of Suggested Target Groups for Future Leadership Institutes

An inspection of Table 6 indicates considerable interest in an institute devoted to leadership in the area of Instructional Administration. Interest is also indicated in an institute for Student Development Officers and Continuing Education Administrators. Less interest was indicated for an institute for Business Officers. In reviewing the currently held positions of the participants, it is easy to understand why the responses to this questions were weighted in favor of Instructional Administration.

Table 6.
Participants' Ranking of Suggested Target Groups for Future Leadership Institutes

Importance for:	Mean Priorty Scale 1 (low) through 4 (high)	Percent Rating Top Priorty
Instructional Adminstrators	3.33	66%
Student Development Officers	2.76	24%
Continuing Education	2.76	24%
Business Officers	1.71	5%

The participants also suggested targeting the following groups for workshops: institutional effectiveness and research staff, trustees, educational suppport services staff, faculty, presidents and personnel directors.

The Strongest and Most Useful Parts of the Institute

The participants were asked to comment on the strongest and most useful parts of the Leadership Institute. Eleven participants mentioned the interaction between the presenters and the students, as well as between each other, as being most important. Relative to this is the importance of networking and being able to make contacts, which was mentioned by three persons. The high quality of the presentations was mentioned as most useful by nine of the participants.

Others mentioned the importance of gaining a national and/or system-wide perspective on issues. Four persons mentioned the

utility and effectiveness of the case studies used by several of the presenters. Other responses were as follows: institutional effectiveness presentations, mix of the class participants, the central theme of "Institutional Effectiveness in Building Communities", nationally-known speakers, the debriefings, being updated on research issues, getting a futuristic look at the community college system, and learning about programs in the N.C. system.

Suggestions for Change in Future Institutes

There were several suggestions for change in the Institute, but it is important to note that there were also several complimentary comments from the participants. For example, one attendee wrote: "I appreciate the fine institute put on by Dr. Tollefson, Joseph Hoey and the others. It was well organized and shows the commitment of DCC and the N. C. State Department of Adult and Community College Education to developing leadership for the future. Thanks for the opportunity."

Some of the suggested changes were the addition of evening sessions to the institute, access to the library earlier in the institute proceedings, more planned social activities, the addition of field trips, and beginning the institute with an explanation of the theme and then using the theme of the institute as a point of reference during the sessions.

Two participants suggested changing the time frame of the institute to one week with a short follow-up session (1 1/2 - 3 days a few weeks later). Overall, however, it was felt that the institute was well designed and one participant noted, "I was deeply impressed and highly gratified to be able to attend and learn as much as I did."

Suggestions for Topics and Issues for Future Institutes

The request list for suggestions for topics for future institutes generated a diversity of proposals. Individual variety is evident in the following list of suggested topics.

1. Continuing education
2. Curriculum quality issues - how to assess
3. Leadership/management styles
4. North Carolina Community College System budgets
5. Internal communications
6. Organizational structures of North Carolina Community Colleges
7. Importance of educational support services
8. How to survive change and upheaval
9. Assessment of participants' leadership styles
10. Personnel legal issues
11. Articulation programs with public schools and universities

12. Marketing/recruiting
13. Student development
14. Program planning and evaluation

Recommendations

After reviewing the comments and evaluations of the participants, it is clear that the Leadership Institute should continue to be offered. It is important that the topics covered and the issues addressed continue, as they have in the past, to reflect current topics of concern and interest to community college administrators. More and more community college leaders are using research in making decisions and conducting their own research.

It is important also to provide for more time for interaction among the participants about what is taking place on their own campuses. The opportunity to compare program design and implementation is beneficial.

The overall impact and effectiveness of the institute, with its emphasis on leadership and interaction between participants and participants and speakers, is positive. All participants considered it to be a significant experience, both educationally and professionally.

FINAL PROGRAM - JUNE 1, 1990

1990 COMMUNITY COLLEGE LEADERSHIP INSTITUTE

INSTITUTIONAL EFFECTIVENESS IN BUILDING COMMUNITIES

June 11 Through June 22, 1990

The Velvet Cloak Inn
1505 Hillsborough Street
Raleigh, North Carolina
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Conducted By:
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North Carolina State University

Sponsored By:
Division of Programs
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North Carolina Department of Community Colleges

In Cooperation With:
North Carolina Association of Community College Presidents

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Dr. Robert M. Stone
Dean of Student Development Services
Catawba Valley Community College
Hickory, North Carolina

Dr. Phail Wynn, Jr.
President, Durham Technical Community College
Durham, North Carolina

VISITING ARTISTS PROGRAM:

The assistance of Mr. Bobby Anderson, Visiting Artists Program Coordinator, North Carolina Department of Community Colleges, is gratefully acknowledged for his arrangements to demonstrate the Visiting Artists Program.

GRADUATE CREDIT:

Up to six graduate credit hours may be earned in conjunction with the Leadership Institute. Additional evening sessions during the two weeks of the Institute and a final exam or term project will be required for each course taken for graduate credit.

1990 COMMUNITY COLLEGE LEADERSHIP INSTITUTE
INSTITUTIONAL EFFECTIVENESS
IN BUILDING COMMUNITITES

Monday, June 11

8:30 - 9:45 a.m.	Institute Registration and Continental Breakfast
9:45 - 10:00 a.m.	**Introduction and Welcome to Participants** Dr. Edgar J. Boone, Professor and Head, Department of Adult and Community College Education North Carolina State University Raleigh, North Carolina
10:00 - 11:45 a.m.	**Follow-Up on *Gaining the Competitive Edge: the Report of the Commission on the Future of the North Carolina Community College System*** Dr. Edward H. Wilson, Jr. Executive Vice President North Carolina Department of Community Colleges Raleigh, North Carolina
12:00 - 1:00 p.m.	**LUNCH** - On Your Own
1:15 - 2:15 p.m.	**Round Table Discussion With Leadership Institute Alumni** Ms. Barbara A. Baker Associate Dean, Educational Resources Durham Technical Community College Durham, North Carolina Mr. James Chavis, Jr. Vice President for Continuing Education Richmond Community College Hamlet, North Carolina Ms. Jennifer W. Coplin Institutional Effectiveness Officer Vance-Granville Community College Henderson, North Carolina
2:30 - 5:00 p.m.	**Pathways to the Presidency Revisited: Emphasis on Minority and Female Presidents** Dr. George B. Vaughan Director, Center for Community College Education George Mason University Fairfax, Virginia

Monday, June 11 (cont.)

5:30 - 6:30 p.m. **Reception** for Participants, Alumni, Department of Adult and Community College Education Faculty, and Spouses, and **Demonstration** by Actor/Dramatist Tony Medlin, Visiting Artist, Wayne Community College Goldsboro, North Carolina

Tuesday, June 12

8:30 - 11:45 a.m. **President-Trustee Relationships**

Dr. David W. Sink, President
Blue Ridge Community College
Flat Rock, North Carolina

Mr. B.E. Mendenhall, President
North Carolina Association of Community College Trustees
Winston-Salem, North Carolina

12:00 - 1:00 p.m. **LUNCH** - On Your Own

1:30 - 4:30 p.m. **Practical Applications of Institutional Effectiveness**
Dr. James L. Hudgins, President
Midlands Technical College
Columbia, South Carolina

Wednesday, June 13

8:30 - 11:45 a.m. **Building a Local Community: Balancing Leadership and Managerial Roles**
Dr. Phail Wynn, Jr., President
Durham Technical Community College
Durham, North Carolina

12:00 - 1:00 p.m. **LUNCH** - On Your Own

1:30 - 3:15 p.m. **North Carolina Community College System Student Profile Report: Trends and Implications**

Dr. Ronald W. Shearon
Graduate Administrator and Associate Head
Department of Adult and Community College Education
North Carolina State University
Raleigh, North Carolina

Dr. Irene Brownlee
Research Associate
Department of Adult and Community College Education
North Carolina State University
Raleigh, North Carolina

Wednesday, June 13 (cont.)

3:30 - 5:00 p.m.	**Community College Education Into the 21st Century: Value-Added or Second Best?** Dr. Adeline E. Fain Dean, College Transfer Forsyth Technical Community College Winston-Salem, North Carolina Dr. Robert G. Templin, Jr. President Thomas Nelson Community College Hampton, Virginia Dr. L. Steven Zwerling Associate Dean School of Continuing Education New York University New York, New York
5:00 - 7:00 p.m.	**Dinner** for Leadership Institute Participants and **Demonstration** by Pianist Linda Holzer, Visting Artist, Wake Technical Community College Raleigh, North Carolina

Thursday, June 14

8:30 - 11:45 a.m.	**The First Year of a New CEO: How to Ensure a Successful Honeymoon** Dr. Jim Hammons Professor and Coordinator Graduate Program in Higher Education University of Arkansas Fayettville, Arkansas
12:00 - 1:00 p.m.	**LUNCH** - On Your Own
1:30 - 3:00 p.m.	**Aging Student Populations: Implications for Community Colleges** Dr. J. Conrad Glass, Jr. Professor, Adult and Community College Education North Carolina State University Raleigh, North Carolina
3:00 - 5:00 p.m.	**Reflections of a State-Level Chief Executive Officer on Community College Leadership** Dr. David A. Pierce Chancellor Virginia Community College System Richmond, Virginia
6:00 - 9:00 p.m.	**Debriefing and Class** for participants enrolled for credit.

Friday, June 15

8:30 - 11:15 a.m.	**Three Facets of Transfer Education in the 1990s** Dr. Judith S. Eaton, Vice President American Council of Education, and Director, National Center for Academic Achievement and Transfer Education Washington, D.C.
11:30 - 12:30 p.m.	**Lunch and Round Table Discussion** on **Formative Evaluation** of the Leadership Institute Conducted by Mr. J. Joseph Hoey Assistant Director 1990 Community College Leadership Institute
12:30 p.m.	**Recess** for the Weekend

Monday, June 18

8:30 - 9:00 a.m.	Continental **Breakfast**
9:00 - 11:45 a.m.	**Building a National Community with Community Colleges and Congress** Mr. R. Frank Mensel Vice President for Federal Relations American Association of Community and Junior Colleges, and Director of Federal Relations Association of Community College Trustees
12:00 - 1:00 p.m.	**LUNCH** - On Your Own
1:15 - 3:15 p.m.	**A Woman's Perspective on Presidential Roles** Dr. Virginia Foxx, President Mayland Community College Spruce Pine, North Carolina
3:30 - 5:00 p.m.	**A Woman's Retrospective on Presidential Roles** Dr. Neill McLeod Associate Executive Vice-President North Carolina Department of Community Colleges Raleigh, North Carolina

Tuesday, June 19

8:30 - 11:45 a.m.	**Debriefing and Class**

Tuesday, June 19 (cont.)

12:00 - 1:00 p.m.	**LUNCH** - On Your Own
1:30 - 5:00p.m.	**Student Development Services in the North Carolina Community College System: Access with Success** Dr. Janice Kennedy-Sloan Vice President for Student Services North Carolina Department of Community Colleges Raleigh, North Carolina
5:30 - 7:00 p.m.	**Dinner with Speaker** for Leadership Institute Participants: **Building a Statewide Community Involving the Community Colleges, the State Department, the State Board, and the State Legislature** Mr. William F. Simpson Chairman North Carolina State Board of Community Colleges Reidsville, North Carolina

Wednesday, June 20

8:30 - 11:45 a.m.	**Community College Leadership in Building Communities** Dr. Edgar J. Boone Professor and Head Department of Adult and Community College Education North Carolina State University Raleigh, North Carolina
12:00 - 1:00 p.m.	**LUNCH** - On Your Own
1:30 - 4:30 p.m.	**Assessment as an Instrument of State Funding Policy** Dr. Trudy Banta Professor and Director, Center for Assessment Research and Development University of Tennessee Knoxville, Tennessee

Thursday, June 21

8:30 - 11:45 a.m.	**Building a Global Community: International Perspectives on Community College Education** Dr. Richard K. Greenfield Executive Director College Consortium for International Studies Yardley, Pennsylvania
12:00 - 1:00 p.m.	**LUNCH** - On Your Own

Thursday, June 21 (cont.)

1:15 - 2:45 p.m.	**Keynote Address** The Honorable Robert W. Scott State President North Carolina Community College System Raleigh, North Carolina
3:00 - 4:30 p.m.	**Round Table Discussion** with the Leadership Institute Steering Committee
5:00 - 6:30 p.m.	**Dinner** with the Steering Committee and **Presentation** by poet and playwright Joseph Bathanti, Visiting Artist, McDowell Technical Community College, Marion, North Carolina

Friday, June 22

8:00 - 9:00 a.m.	All American **Breakfast**
9:15 - 11:15 a.m.	**Institutional Effectiveness in the Context of Systemwide Accountability** Ms. Kathryn Baker Smith Associate Vice President for Planning and Research North Carolina Department of Community Colleges Raleigh, North Carolina
11:30 - 11:45 a.m.	**Summative Evaluation** of the Leadership Institute Mr. J. Joseph Hoey Assistant Director 1990 Community College Leadership Institute In cooperation with: Ms. Sue E. Crow Mr. Mark Thomas Taylor
11:45 a.m. - 12:30 p.m.	**Photo Session** and **Adjournment**

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